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ABSTRACT

A sample of 88 seniors completed the 1971 Senior Survey questionnaire (Part II) concerning their experiences at the State University of New York, Buffalo. These students had a generally favorable opinion of the SUNY/B faculty they knew, and they expressed a somewhat more positive view of faculty in their own departments than of others. The academic activities that were the most important contributors to the students' academic education were: class lectures, general preparation for class, and, for those who experienced it, independent study. Of the campus services listed on the questionnaire, Placement and Career Guidance was the only service used by more than half of the sample during their senior year. The two functions that the sample said would be most important to the ideal university were to seek and discover new knowledge and to impart existing knowledge. An ideal university would have a direct, intentional effect on some aspects of students' lives, but not on others. (Author/HS)

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STATE UNIVERSITY OF NEW YORK · BUFFALO

71 SENIOR SURVEY

Part II: Experiences at SUNY/B

UNIVERSITY RESEARCH

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71 SENIOR SURVEY

Part II: Experiences at SUNY/B

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Student Testing and Research Center
Division of Student Affairs and Services
State University of New York at Buffalo

December 1972

FOREWORD

The Student Testing and Research Center, of the Division of Student Affairs and Services, conducts research projects to examine characteristics of SUNY/B students. The reports of these projects are made available to the University's faculty, staff, administration, and students.

The first senior class survey was prepared and conducted during 1968-69, and the resulting report is titled *69 Senior Survey*. In this and subsequent senior survey studies, seniors who matriculated as freshmen at SUNY/B four years earlier are called Continuers. In 1969, Continuers were compared with a group which consisted of: 1969 seniors who had not been 1965 SUNY/B freshmen and 1965 SUNY/B freshmen who were not 1969 SUNY/B seniors. The 1970 Continuers were compared with other 1970 seniors, who had either transferred in or who had been SUNY/B students for more than four years.

In 1971 the Senior Survey questionnaire was split into three separate questionnaires to reduce its length. The three cover the following topics: College Experiences and Activities, Experiences at SUNY/B, and Plans and Expectations. In each report, Continuers' responses are compared with those of seniors who either matriculated elsewhere or matriculated at SUNY/B prior to 1967. Also, men's and women's responses are compared.

The following report, subtitled *Experiences at SUNY/B*, is the second of three *71 Senior Survey* reports.

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CHAPTER I

METHOD

The population from which the sample was to be drawn were SUNY/B seniors who indicated on their most recent registration materials that they expected to graduate in spring 1971. This population numbered 1715.

Total Sample

Two criteria for sampling were used: (a) Each sex-Faculty[1] cell would be represented by a minimum number of students; this number was arbitrarily chosen to be 15. (b) The sample would total 600. To achieve proportional representation in each cell, it would have been necessary to sample 50% of the population to satisfy criterion (a). Such a sample would contain about 850 students, a violation of criterion (b). However, since no generalizations based on Faculty membership were to be made in this study, it was not necessary to sample the same proportion of students from each cell. Hence, it was possible to satisfy both criteria by sampling unequal proportions of students randomly from each sex-Faculty combination. The resulting sample is called the total sample.

Population and total sample sizes are presented in Table 1.1. The smallest percentages (23% of each sex) came from Social Sciences, the Faculty with the largest enrollment. At the other extreme, 62% of the women in Educational Studies were sampled. Only two female engineering students were in the population, therefore the engineering sample was selected from the senior population of both sexes in that Faculty.

The questionnaires, a cover letter requesting participation, and a stamped, return envelope were sent to the total sample's local addresses during the last week in April, 1971. About 10 days later, a follow-up letter was sent to those who had not yet returned the questionnaire. Nineteen questionnaires or follow-up letters, constituting 3% of the total sample, were undeliverable because of faulty addresses which could not be corrected.

After the questionnaires were mailed, an error in the sampling process was found. This error resulted in the inclusion of 44 Millard Fillmore College (MFC) seniors. It was decided that these students were sufficiently different from full-time undergraduates to exclude them from the data analysis.

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[1] SUNY/B's six undergraduate Faculties are: Arts and Letters, Educational Studies, Engineering and Applied Sciences, Health Sciences, Natural Sciences and Mathematics, and Social Sciences and Administration.

Table 1.1: POPULATION AND TOTAL SAMPLE, BY FACULTY AND SEX

FACULTY	Population			Total Sample[a]					
	Mn	Wn	T	Mn	(%)	Wn	(%)	T	(%)
Arts and Letters	121	171	292	66	(55)	86	(50)	152	(52)
Educational Studies	36	50	86	21	(58)	31	(62)	52	(60)
Engineering and Applied Sciences	159	2	161	66	(42)	0	(-)	66	(41)
Health Sciences	30	110	140	16	(53)	46	(42)	62	(44)
Natural Sciences and Mathematics	114	45	159	46	(40)	21	(47)	67	(42)
Social Sciences and Administration	609	268	877	140	(23)	61	(23)	201	(23)
TOTAL	1069	646	1715	355	(33)	245	(38)	600	(35)

[a]Percent is the ratio of sample size to population size in each cell, e.g., 55% of the men in Arts and Letters were sampled.

Sample II

The 1970 Senior Survey questionnaire covered three areas: College Experiences and Activities, Experiences at SUNY/B, and Plans and Expectations. That questionnaire had proved rather lengthy, therefore it was decided to administer three separate questionnaires, each covering one of the three areas, in 1971. The total sample of 600 students was divided equally within each cell into three sub-samples. Each sub-sample, comprising 200 students, was sent one of the three 1971 Senior Survey questionnaires. The 200 seniors who were sent Questionnaire II, *Experiences at SUNY/B*, are called Sample II.

Study Sample II

Of the students in Sample II, 99 completed and returned the questionnaire. Eleven of these were NFC students, and their questionnaires were excluded from analysis. Among the 88 respondents who returned usable questionnaires, 15 students indicated that they did not expect to be graduated in May. It was decided that they were sufficiently similar to the graduating seniors to be included in a single sample which would then be considered seniors rather than graduating seniors. They are called Study Sample II and comprise 44% of Sample II. In Table 1.2 are presented the number of students in each sex-Faculty cell in the total sample, in Sample II, and in Study Sample II.

Table 1.2: TOTAL SAMPLE, SAMPLE II, AND STUDY SAMPLE II, BY FACULTY AND SEX

FACULTY	Total Sample[a]			Sample II[b]			Study Sample II[c]					
	Mn	Wn	T	Mn	Wn	T	Mn	(%)	Wn	(%)	T	(%)
Arts and Letters	66	86	152	22	29	51	7	(32)	12	(41)	19	(37)
Educational Studies	21	31	52	7	10	17	0	(-)	4	(40)	4	(24)
Engineering and Applied Sciences	66	0	66	22	0	22	9	(41)	0	(-)	9	(41)
Health Sciences	16	46	62	6	15	21	4	(67)	13	(87)	17	(81)
Natural Sciences and Mathematics	46	21	67	15	7	22	6	(40)	2	(29)	8	(36)
Social Sciences and Administration	140	61	201	47	20	67	19	(40)	10	(50)	29	(43)
TOTAL	355	245	600	119	81	200	47[d]	(39)	41	(51)	88[d]	(44)

[a]Total sample consists of all students who were sent questionnaires. Includes 44 MFC students.

[b]Sample II consists of students who were sent Questionnaire II. It is not known how many of these are MFC students.

[c]Study Sample II consists of those students in Sample II who returned usable questionnaires. Percent is the ratio of students in Study Sample II to Sample II in each cell, e.g., 32% of the men in Arts and Letters who were in Sample II returned usable questionnaires.

[d]Includes two male respondents whose Faculty is unknown. Questionnaires returned from MFC students are not included.

Representativeness

The proportions of students sampled from each sex-Faculty cell were unequal. As a result, smaller Faculties were proportionally overrepresented in the total sample (and, thus, in each of the three sub-samples), and larger Faculties were underrepresented. An examination of Study Sample II in terms of its proportional representation is therefore unfeasible. It is, however, possible to examine the relative consistency of representation in each Faculty and sex. These figures are presented in Table 1.3. Except for Health Sciences and Social Sciences, the respective percentages in Study Sample II and in the population are no more than 5% discrepant. Health Science majors are overrepresented, the ratio of their percent in Study Sample II to their percent in the population being about two to one (19% vs. 8%, respectively). Concomitantly, Social Science majors, who comprise about half the population, are underrepresented, constituting only a third of the final sample.

Criterion Groups

Responses were analyzed on two dimensions: (a) men and women, and (b) two defined groups, Continuers and Seniors. A *Continuer* is a respondent who matriculated at SUNY/B as a freshman and who completed a four-year program within four years or a five-year program within five years. A *Senior* either transferred to SUNY/B after beginning college at another institution or began at SUNY/B prior to 1967. (Five-year Continuers are an exception to the latter rule.) Senior written with an upper case S always refers to the latter criterion group. The frequencies in each group and sex are presented in Table 1.4.

Presentation of Data

Tables are included to provide information additional to that in the text. Data are presented in tables in one of three ways: frequencies, percentages, or means and standard deviations. In tables with mutually exclusive entries, percentages which do not add to 100 are due to rounding error. The tables report the method of comparison employed and any significant differences. The significance level of all statistical tests was .05.

The following symbols and abbreviations are used in the tables:

C Continuers
S Seniors

Mn Men
Wn Women

T Total
N Number of cases

M Mean
SD Standard Deviation

Significant differences are noted in the body of a table, and the values of these statistics are reported in table footnotes.

Table 1.3: SAMPLE II, STUDY SAMPLE II, AND POPULATION: PERCENT IN EACH SEX-FACULTY CELL

FACULTY	Sample II			Study Sample II			Population		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Arts and Letters	11%	15%	26%	8%	14%	22%	7%	10%	17%
Educational Studies	4	5	9	-	5	5	2	3	5
Engineering and Applied Sciences	11	-	11	10	-	10	9	<1	9
Health Sciences	3	8	11	5	15	19	2	6	8
Natural Sciences and Mathematics	8	4	11	7	2	9	7	3	9
Social Sciences and Administration	24	10	34	22	11	33	36	16	51
TOTAL	60%	41%		53%	47%		62%	38%	
N		*(200)*[a]			*(88)*[b]			*(1715)*	

Note.--Percents are based on the total N for each sample or population group, e.g. 11% of Sample II were men in Arts and Letters.

[a]It is not known how many MFC students are included in this total.

[b]Includes two male respondents whose Faculty is not known.

Data Analysis

Comparisons between groups and between sexes were made in three ways. For items yielding categorical responses (e.g., age), the chi-square value was calculated to determine whether or not response frequencies were independent of sex or group membership.

Items that were answered in terms of a continuum (e.g., the relative usefulness of an academic experience) were analyzed by *t* tests to determine statistical differences between the mean responses of the groups and of the sexes.

In cases where statistical operations were not feasible, response frequencies are reported in terms of percentages, based on the number of respondents who answered that particular question.

The method of analysis and statistically significant differences of any item or set of items are reported in both the text and tables. If neither chi-square nor *t* is mentioned, no statistical analysis was undertaken. In the text, when statistical tests were performed, appropriate differences are termed "significant." Where statistical analysis was not undertaken, apparent differences are termed "notable" or "noticeable."

Table 1.4: NUMBER AND PERCENT OF RESPONDENTS IN STUDY SAMPLE II, BY GROUP AND SEX

	Men	(%)	Women	(%)	*TOTAL*	(%)
Continuers	24	(27)	27	(31)	*51*	*(58)*
Seniors	23	(26)	14	(16)	*37*	*(42)*
TOTAL	*47*	*(53)*	*41*	*(47)*	*88*	*(100)*

Note.--Percents are based on total *N* in Study Sample II.

Questionnaire II

The questions unique to Questionnaire II were concerned with seniors' reactions to the faculty, courses, and campus services at SUNY/B and with their prescription for an ideal university. Descriptive items, e.g., age and residence, were common to all three questionnaires. All of the questionnaires were designed to reveal differences as well as similarities between 1971 SUNY/B seniors who persisted at SUNY/B for four years and those who transferred into SUNY/B or interrupted or lengthened their undergraduate years at SUNY/B.

Virtually all questions were objective. The vast majority of these required multiple-choice answers; a few were a check-list or write-in type.

The Report

The following is a report of the analysis of usable responses to Questionnaire II. Reference therein to "respondents," "students," "seniors," or "the sample" is to Study Sample II.

CHAPTER II

WHO THEY ARE

Student Classification, Registration

The total sample (and, hence, each sub-sample) was sampled as seniors who expected to graduate in spring 1971. The graduation expectations of the respondents in Study Sample II did not necessarily reflect this sampling criterion. Presumably, some of them changed their graduation plans between the time of their last registration and when they completed the Senior Survey questionnaire. The expectation of 83% of Study Sample II was to graduate in spring 1971, and 6% expected to finish in summer. The remaining 11% had "other" expectations, e.g., to finish sometime during the 1971-72 school year; one had already graduated, and two were unsure when they would finish. The respondents who did not expect to graduate in spring 1971 were considered sufficiently similar to those who did to retain their responses.

A difference in the graduation expectations of Seniors and Continuers was noted. Nearly all Continuers (96%) expected to graduate in spring 1971. The remaining 4% expected to finish in the summer. In contrast, only 65% of the Seniors expected to complete the baccalaureate requirements in spring, and 8%, in summer. The remaining 27% had other graduation plans.

Consistent with their definition, all Continuers entered SUNY/B as freshmen: 94% as day students and 6% as night students. Sixty percent of the Seniors were transfer students to SUNY/B, and 41% entered as freshmen (30% through day school, 11% through night school).

Ninety percent of the Continuers first registered at SUNY/B in September 1967 (Table 2.1). Two percent first registered as early as summer 1966, and 2%, as recently as September 1968. The most frequently reported first registration date for Seniors was two years later than that for Continuers, i.e., 41% of the Seniors entered SUNY/B in September 1969. Sixteen percent of the Seniors were SUNY/B students before any Continuers were.

Almost the entire sample, regardless of group membership, had most recently registered in January 1971. Only 3% of the Seniors were already registered for summer, though 8% of them expected to complete their degree requirements then.

Women and men did not differ notably from each other in terms of their student classification and registration statuses.

Slightly more than half the sample (55%) had attended a summer session at SUNY/B. Of these, about half (30% of the sample) attended during one summer, and about a fourth (15% of the sample) attended two.

Ten percent of the sample reported that they had, at one time or another, registered for fewer than 12 credit hours after their matriculation here. Half of these were for only one semester, while the other half were for three or more semesters. The majority of these students attended SUNY/B part-time during the semesters they were not here full-time.

Table 2.1: DATE OF FIRST REGISTRATION AT SUNY/B

DATE	% C	% S	% T
Prior to 1966	-	16	7
Summer 1966	2	3	2
September 1966	2	14	7
Summer 1967	4	3	3
September 1967	90	8	56
Summer 1968	-	3	1
September 1968	2	8	5
January 1969	-	3	1
September 1969	-	41	17
January 1970	-	3	1
N	*(51)*	*(37)*	*(88)*

Transfer Students

Sixty percent of the Seniors transferred into SUNY/B. A higher percentage of Senior women (71%) than of Senior men (52%) were transfers. Slightly more than a third (36%) of the transfers had completed about two years of work prior to transferring (i.e., 60-65 credit hours). Most transfers (82%) completed between 55 and 75 hours before coming to SUNY/B.

Transfers attended no more than two institutions prior to SUNY/B; 14% attended two, while 86% attended one. The type of institution from which they transferred was most frequently a two-year college (32% of the transfers) or a liberal arts college with religious affiliation (27%). Other transfers were from a private liberal arts college, public university, or technological institution.

Sex, Age, Marital Status

The sex ratio of Study Sample II was close to 50-50: 53% men, 47% women. Group membership was: 58% Continuers and 42% Seniors.

Continuers were noticeably younger than Seniors were. Nearly all Continuers (98%) were 20-22 years old when they completed the survey, and the other 2% were 23-25. Of the Seniors, 68% were 20-22, 19% were 23-25, and 13% were over 25. Men's and women's ages were not notably different from each other.

Neither the groups nor sexes differed significantly in their marital status. Most students (74%) had never married. Eleven percent were married, and 15% were engaged to marry. No one was divorced, widowed, or separated.

Residence

As SUNY/B freshmen, nearly everyone lived either in campus housing (43%) or with their parents (48%). By the time they were seniors, the percentages living in both types of residence decreased: 11% of the seniors lived in a dorm or Allenhurst, and 36% lived with their parents. Each year, women were notably more likely than men were to live in campus housing, as were Continuers, compared with Seniors. The numbers living with their parents did not follow a group or sex trend.

The percentage who shared an apartment (or house) with other students increased from 2% of the freshmen to 39% of the seniors. Somewhat more men than women shared apartments. Most apartments were shared with students of the same sex. During each year, fewer than 10% shared their off-campus residence with students of the other or both sexes.

No one had an apartment alone, and fewer than 5% had a single room off campus. By the time they were seniors, 10% were living with spouses.

Students were asked which, of the residences they had experienced, they liked most and which they liked least. They were also asked to write in their reasons for their preferences. Their responses were recorded if: (a) they experienced more than one type of residence or (b) they experienced only one, but explained why they liked or disliked it.

Thirty-nine respondents reported a residence that they liked most. Of these, the majority (N=29) preferred sharing an apartment or house with other students. Reasons given most frequently for preferring this type of residence were privacy and independence. Students also appreciated being able to choose their roommates.

Twenty-nine respondents reported a residence which they liked least. Of these, a majority (N=18) liked living in campus housing (dorms or Allenhurst) least. Complaints against campus housing centered around over-crowding, with the resulting noise and lack of privacy. Six students said they least liked living with their parents, but complaints were mild, e.g., one student felt somewhat inhibited with regards to study habits and social activities.

CHAPTER III

PERCEPTIONS AND EVALUATIONS OF SUNY/B

Faculty

Students reported the proportion of their SUNY/B teachers for which 19 statements describing faculty behavior were true. Ten statements described positive behavior, and nine, negative.[1] They responded with a three-point scale, i.e., the statement was true for most, about half, or few faculty. The same list was used to describe both their major and non-major faculty. The groups' and sexes' mean responses were compared by *t* tests.

Major Faculty. Respondents expressed a favorable opinion of faculty in their major fields. On the average, they reported that more than half their major faculty exhibited positive behaviors (Table 3.1), while fewer than half exhibited negative behaviors (Table 3.2).

The highest frequency of faculty were said to know their material well. The positive characteristic which was attributed to the fewest faculty was that they consider student opinion in determining class objectives and procedures. Larger proportions were said to give students ample opportunity to participate in discussions, ask questions, and express points of view.

Few teachers were said to criticize or embarrass students in the classroom. The negative statement which was reported true for the largest proportion of teachers was that they treated students impersonally. Men attributed this characteristic to a significantly higher proportion of their major faculty than women did to theirs.

Non-Major Faculty. Opinion about non-major faculty was also positive, but slightly less so than was opinion about major faculty. The positive statements reported to be true of the largest proportions of non-major faculty were that they grade fairly and that their out-of-class assignments are a reasonable length (Table 3.3).

Similar to responses concerning their major faculty, subgroups of the sample differed significantly in the proportion of non-major faculty which they said grade fairly. There is some similarity in the patterns of responses to this behavior for major and non-major faculty. For both kinds of faculty, Senior women reported having a larger proportion of faculty who grade fairly than the other three sub-groups reported. Concomitantly, Continuing women reported the smallest proportion.

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[1] See Faulman, J. *70 Senior Survey*. SUNY/B: Student Testing and Research Center, p.34, for a description of how each statement was classified.

Table 3.1: POSITIVE CHARACTERISTICS OF MAJOR FACULTY

CHARACTERISTIC	M	SD
Know their material well.	1.25	.53
ΔGrade fairly.[α]	1.33	.60
Give out-of-class assignments that are reasonable in length.	1.39	.61
Give examinations that cover a fair sample of the course content.	1.44	.69
Give students ample opportunity to participate in discussion, ask questions, and express points of view.	1.46	.71
Express concern and dedication to their professional area.	1.53	.72
Communicate their knowledge to students skillfully.	1.74	.69
†Relate material to contemporary life.[β]	1.86	.82
Are dynamic and enthusiastic about the subject they teach.	1.91	.81
Consider student opinion in determining class objectives and procedures.	1.95	.79

Note.--Response scale for this question: 1=true for most faculty; 2=true for about half the faculty; 3=true for a few faculty. Statistical differences between responses of the groups and sexes were analyzed by *t* tests.

†Men and Women differed significantly.

ΔGroups and Sexes differed significantly.

[α]Senior Women: M=1.00, SD=.00; Continuing Men: M=1.26, SD=.53; Senior Men: M=1.26, SD=.44; Continuing Women: M=1.63, SD=.78.

[β]Men: M=2.07, SD=.79; Women: M=1.63, SD=.79.

Table 3.2: NEGATIVE CHARACTERISTICS OF MAJOR FACULTY

CHARACTERISTIC	M	SD
†Treat students impersonally.[α]	2.40	.74
Make insufficient distinction between major ideas and less important details.	2.50	.68
Avoid contact with students outside the classroom.	2.54	.72
†Require students to buy books that are seldom referred to throughout the course.[β]	2.61	.59
Don't seem to care whether class material is understood or not.	2.70	.59
Discourage students from approaching them.	2.72	.56
Give disorganized, superficial, or imprecise treatment of their material.	2.78	.49
Give assignments that are irrelevant to the course.	2.86	.41
Criticize or embarrass students in the classroom.	2.97	.24

Note.--Response scale for this question: 1=true for most faculty; 2=true for about half the faculty; 3=true for a few faculty. Statistical differences between responses of the groups and sexes were analyzed by *t* tests.

†Men and Women differed significantly.

[α]Men: M=2.24, SD=.74; Women: M=2.56, SD=.70.

[β]Men: M=2.46, SD=.68; Women: M=2.78, SD=.41.

Respondents reported that about half their non-major faculty treat students impersonally and that few criticize or embarrass students in the classroom (Table 3.4).

Comparison of Major and Non-Major Faculty. Opinion about SUNY/B faculty was generally positive, whether reference was to faculty in or outside students' major fields. When the statements are arranged in order of the proportion of faculty for which each is reported true, the order is similar for major and non-major faculty. (The only notable difference is in the proportion of faculty said to know their material well. This characteristic was attributed to the highest proportion of major faculty, but is the fourth largest proportion of non-major faculty for which it was true.)

Respondents' reactions to their major faculty were slightly more positive and somewhat more definite than they were to non-major faculty. In the responses about major faculty there was a clear separation between positive and negative average values; all positives were reported true, on the average, of more than half their major faculty, while all negatives were said to be true of less than half. This distinction was not as clear for non-major faculty, however.

These moderate differences between perceptions of major and of non-major faculty are hardly surprising. Probably one factor in choosing a major is the faculty in that department. It seems natural that students would be in a department where they feel more positive about the faculty.

Significant differences in the responses of the groups or sexes are few and do not reveal any pattern, either within or between the two types of faculty.

Courses

Sixteen academic activities were listed on the questionnaire. Students reported how much each activity contributed to their academic education. Examination of response frequencies revealed that some of these activities had been experienced by only a small proportion of this sample. Tutoring was an activity experienced by particularly small numbers: 35% had tutored someone, and only 16% had been tutored. Half the sample had experienced independent study for credit. The percent who experienced each activity is included in Table 3.5. For each activity which was experienced by less than 95% of the sample, the mean and standard deviation was recalculated, based only on the number who experienced it. *t* tests were undertaken to discover group or sex differences.

For those who experienced it, independent study was the activity which contributed the most to their academic education. The more typical academic activities, class lectures and general preparation for class, were reported also to be large contributors. Discussions with other students or with faculty, either in or outside of class, were more contributory than term projects or non-assigned reading was. Preparing

Table 3.3: POSITIVE CHARACTERISTICS OF NON-MAJOR FACULTY

CHARACTERISTIC	M	SD
ΔGrade fairly.[α]	1.41	.62
Give out-of-class assignments that are reasonable in length.	1.43	.62
Give examinations that cover a fair sample of the course content.	1.49	.61
Know their material well.	1.49	.64
*Give students ample opportunity to participate in discussions, ask questions, and express points of view.[β]	1.77	.72
Express concern and dedication to their professional area.	1.83	.71
Communicate their knowledge to students skillfully.	1.85	.65
Are dynamic and enthusiastic about the subject they teach.	1.95	.77
Relate material to conterporary life.	2.00	.75
*Consider student opinion in determining class objectives and procedures.[γ]	2.29	.71

Note.--Response scale for this question: 1=true for most faculty; 2=true for about half the faculty; 3=true for a few faculty. Statistical differences between mean responses of the groups and sexes were analyzed by *t* tests.

*Continuers and Seniors differed significantly.

ΔGroups and Sexes differed significantly.

[α]Senior Women: M=1.07, SD=.26; Continuing Men: M=1.39, SD=.64; Senior Men: M=1.52, SD=.58; Continuing Women: M=1.52, SD=.69.

[β]Continuers: M=1.92, SD=.74; Seniors: M=1.57, SD=.64.

[γ]Continuers: M=2.42, SD=.70; Seniors: M=2.11, SD=.69.

Table 3.4: NEGATIVE CHARACTERISTICS OF NON-MAJOR FACULTY

CHARACTERISTIC	M	SD
Treat students impersonally.	2.05	.64
Avoid contact with students outside the classroom.	2.23	.80
†Make insufficient distinction between major ideas and less important details.[α]	2.29	.64
Require students to buy books that are seldom referred to throughout the course.	2.39	.68
Don't seem to care whether class material is understood or not.	2.42	.60
Give disorganized, superficial, or imprecise treatment of their material.	2.57	.56
*Discourage students from approaching them.[β]	2.60	.56
Give assignments that are irrelevant to the course.	2.84	.43
Criticize or embarrass students in the classroom.	2.97	.18

Note.--Response scale for this question: 1=true for most faculty, 2=true for about half the faculty; 3=true for a few faculty. Statistical differences between responses of the groups and sexes were analyzed by *t* tests.

*Continuers and Seniors differed significantly.

†Men and women differed significantly.

[α]Men: M=2.13, SD=.68; Women: M=2.47, SD=.55.

[β]Continuers: M=2.48, SD=.61; Seniors: M=2.76, SD=.43.

Table 3.5: CONTRIBUTORS TO ACADEMIC EDUCATION

ACTIVITY	Experienced[a] N	(%)	M	SD
Independent study for credit	43	(50)	1.44	.66
Class lectures	86	-	1.53	.64
General preparation for class (e.g., reading, lab reports, problems)	84	-	1.67	.80
Tutoring someone	30	(35)	1.70	.64
Being tutored	14	(16)	1.71	.59
Discussion with teachers outside of class	79	(92)	1.80	.72
Discussion with other students in class	86	-	1.81	.69
*Discussion with teachers in class [α]	85	-	1.83	.70
Preparation for examinations	85	-	1.86	.89
Discussion with other students outside of class	83	-	1.87	.91
Own prepared presentations in class	68	(79)	1.88	.83
Nonassigned reading	80	(93)	1.97	.71
Term projects	76	(89)	2.01	.82
Laboratory sessions	72	(84)	2.32	.91
Recitation sessions	72	(84)	2.33	.75
Presentations in class by other students	76	(88)	2.33	.71

Note.--Response scale for this question: 1=contributed a great deal; 2=contributed somewhat; 3=contributed very little; 4=this was detrimental; 5=I never experienced this. Statistical differences between responses of the groups and sexes were analyzed by *t* tests.

[a]Ns refer to number whose response was 1-4. Percents are based on the number who responded to each item. Where no percent is given, it is at least 95.

*Continuers and Seniors differed significantly.

[α]Continuers: M=2.00, SD=.75; Seniors: M=1.58, SD=.55.

for exams was considered about as important as discussions. Least important of the activities listed were laboratory sessions, recitation sessions and presentations in class by other students.

Campus Services

Six campus services were listed on the questionnaire. Students reported their frequency of use of each service during their senior year, and they noted whether their senior year frequency was more than, less than, or similar to previous years' frequencies. In addition, space was provided for them to write in their reactions to each service. Chi-square statistics revealed that neither the groups nor sexes differed significantly in their senior year frequency or comparative frequency of use of these services.

Placement and Career Guidance was the only service which was used by more than half the sample (69%) during their senior year. It was also the only service which showed a substantial increase in use over previous years. Fifty-five percent visited the placement service more as seniors than previously, while the comparative frequency was similar for 33% and less for only 13%. All of the other services were used a similar amount by at least 70% of the sample.

Slightly fewer than half the respondents (45%) visited Financial Aid their senior year, and fewer than a fifth, Student Counseling (18%), Student Affairs and Services (18%), Student Testing (14%), or the Ombudsman or Advocate (7%). Respondents tended to visit Placement either fewer than four or more than six times during their senior year. Most who used the other services did so no more than three times.

Seventeen percent said they never heard of the Student Testing Center; 13%, the Student Affairs and Services Office; and 9%, the Ombudsman or Advocate. Nearly everyone heard of the other three services listed.

No more than a third gave written reactions to any of the services listed. More than half the comments were positive, and the others were either negative or were a mixture of positive and negative reactions.

CHAPTER IV

THE IDEAL UNIVERSITY

Twenty functions of a university were listed. Respondents reported how important the presence of each is to the ideal university (Table 4.1). They responded on a 5-point scale, i.e., each function is: essential, preferable, neutral, unnecessary or detrimental. The groups' and sexes' responses were compared by *t* tests.

The two functions which were deemed most important are traditional, intellectual ones: a university should (a) seek and discover new knowledge and (b) impart existing knowledge.

The next most important functions had a more personal-social orientation. Students felt that a university should examine existing values, attitudes, and modes of thinking and that it should encourage each student to develop his or her personal standards and values. They also thought it preferable or essential that a university promote involvement in extra-university concerns, i.e., in the surrounding local community as well as in the rest of the world. It was reported somewhat less important for a university to lead in initiating changes in society.

Three functions were of noticeably less importance than were the others. These were that a university should: prepare students for family responsibilities and relationships, transmit society's current values and institutions, and be a sanctuary from the rest of society.

Seven of the functions can be said to describe a university's direct, intentional influence on its students. These are listed in Table 4.2. The remaining functions are less personal, and their influence on students could be expected to be only indirect. A look at the ranks of the seven selected functions suggests that these students do not want a university to have a great deal of direct influence on them. It was important to this sample that a university encourage students to develop their own set of values and an interest in world-wide concerns. It was relatively unimportant, however, that a university be instrumental in helping students to develop their capacities for close, personal relationships or to prepare for family responsibilities and relationships. In other words, they felt that the ideal university should overtly influence some aspects of its students' lives but not others. It is not known whether their lack of interest in the university's fostering of certain interpersonal skills stems from a feeling that these functions are inappropriate, or that they are unnecessary, for a university to perform.

Table 4.1: FUNCTIONS OF THE IDEAL UNIVERSITY

FUNCTION	M	SD
Seek and discover new knowledge.	1.20	.62
Impart existing knowledge.	1.27	.60
Examine existing values, attitudes, and modes of thinking.	1.48	.75
Encourage each student to develop his or her personal standards and values.	1.49	.93
Promote knowledge and interest in world-wide concerns.	1.55	.69
Provide continuing education services for the community.	1.64	.59
ΔProvide intellectual and aesthetic stimulation for the surrounding local community.α	1.66	.62
Be closely involved with the surrounding local community.	1.80	.85
Prepare students for community involvement.	1.82	.83
Lead in initiating changes in society.	1.90	.94
Provide heterogeneity within the university population with respect to socio-economic status, sex, race, age, beliefs.	2.05	1.20
Provide vocational training.	2.11	1.05
Prepare students to be leaders.	2.18	.99
Be a microcosm of society.	2.35	1.20
*Emphasize research activities.β	2.37	1.07
Concentrate on teaching services.	2.40	1.09
Develop and foster students' capacities for close personal relationships.	2.51	.94
Prepare students for family responsibilities and relationships.	2.89	.98
Transmit society's current values and institutions.	3.31	1.21
Be a sanctuary from the rest of society.	4.15	1.08

Note.--Response scale for this question: 1=essential; 2=preferable; 3=neutral; 4=unnecessary; 5=detrimental. Statistical differences between responses of the groups and sexes were analyzed by *t* tests.

*Continuers and Seniors differed significantly.

ΔGroups and Sexes differed significantly.

αSenior Women: M=1.43, SD=.49; Continuing Men: M=1.46, SD=.50; Senior Men: M=1.74, SD=.61; Continuing Women: M=1.89, SD=.68.

βContinuers: M=2.63, SD=1.15; Seniors: M=2.00, SD=.82.

Table 4.2: SEVEN SELECTED FUNCTIONS OF AN IDEAL UNIVERSITY[a]

FUNCTION	M	SD	Rank[b]
Encourage each student to develop his or her personal standards and values.	1.49	.93	4
Promote knowledge and interest in world-wide concerns.	1.55	.69	5
Prepare students for community involvement.	1.82	.83	9
Provide vocational training.	2.11	1.05	12
Prepare students to be leaders.	2.18	.99	13
Develop and foster students' capacities for close personal relationships.	2.51	.94	17
Prepare students for family responsibilities and relationships.	2.89	.98	18

Note.--Response scale for this question: 1=essential; 2=preferable; 3=neutral; 4=unnecessary; 5=detrimental. Statistical differences between responses of the groups and sexes were analyzed by *t* tests.

[a]These functions suggest a university's more specific, personal influence on its students than the remaining functions do.

[b]Rank is in terms of relative importance: Rank 1=most important, Rank 20=least important.

CHAPTER V

SUMMARY

A sample of 88 seniors completed the 1971 Senior Survey questionnaire (Part II) concerning their experiences at SUNY/B. Two groups within the sample, Continuers and Seniors, were defined. Slightly more than half the sample were Continuers, most of whom had matriculated at SUNY/B in 1967, while slightly less than half were Seniors, who either had spent more than four years at SUNY/B to complete their baccalaureate requirements or had transferred into SUNY/B. Sixty percent of the Seniors were transfers. The sex ratio of the sample was close to 50:50. Continuers' and Seniors', and women's and men's, responses were compared by statistical tests where feasible. Very few significant differences were found in the groups' and sexes' responses.

These students had a generally favorable opinion of the SUNY/B faculty they knew. Not surprisingly, they expressed a somewhat more positive view of faculty in their own departments than of others.

The academic activities which were the most important contributors to the sample's academic education were: class lectures, general preparation for class, and, for those who experienced it, independent study.

Of the campus services listed on the questionnaire, Placement and Career Guidance was the only service used by more than half the sample during their senior year. This was also the only service which was used considerably more often during their senior year than previous years. The use of the other services tended to be similar to previous years.

The two functions which the sample said would be most important to the ideal university were to seek and discover new knowledge and to impart existing knowledge. An ideal university would have a direct, intentional effect on some aspects of students' lives, but not on others.

Most of the items on the questionnaire were analyzed statistically. The questionnaire contained 109 items. Only 12 significant differences were found, and these did not suggest any pattern of differences in the responses of the groups or the sexes. Thus, it is concluded that, regardless of when or where they entered college and regardless of sex, these seniors had similar perceptions of their experiences at SUNY/B.